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ABSTRACT

Information concerning students and scholars from the People's Republic of China (PRC) currently in the United States was obtained through a survey of U.S. colleges and universities where the Chinese are studying or conducting research. Responses received from 133 of the 168 U.S. institutions that were sent questionnaires indicated that there were 982 PRC students and scholars on their campuses. Of this number, 67.4 percent were visiting scholars, and 32.6 percent were undergraduate or graduate students. Information is presented on the states and regions where the PRC students and scholars are located, sponsors and institutional affiliation in China, academic backgrounds and credentials of th PRC students and scholars, admission to U.S. institutions, and English language skills. The main deficiency in the academic backgrounds of PRC students and scholars is insufficient knowledge of the English language. Most often mentioned deficiencies were speaking and listening comprehension, with writing problems being next, followed by insufficient vocabulary. Other problems noted occur because of unfamiliarity with American idomatic usage and cultural behavior and with technical terminology in the field of study. Additional areas of consideration include living stipends, health insurance, housing, visas and arrivals, and exchange formats. Detailed information concerning visas for PRC students and scholars is appended. (SW)

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SURVEY SUMMARY: STUDENTS AND SCHOLARS FROM THE PEOPLE'S REPUBLIC OF CHINA CURRENTLY IN THE UNITED STATES

April 1980

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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U.S.-CHINA EDUCATION CLEARINGHOUSE

A joint project of:

Committee on Scholarly Communication with the People's Republic of China

and

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HE 013 540

In December 1979, the U.S.-China Education Clearinghouse sent a questionnaire to 168 U.S. institutions of higher education previously identified as having students and scholars from the People's Republic of China (PRC) on their campuses. As of April 10, 1980, responses had been received from 133 of these institutions—a 79 per cent return rate. Although some of the institutions reported difficulty in obtaining some of the requested information, the Clearinghouse staff believe the results summarized below represent a realistic profile of PRC students and scholars currently in the United States and of any problems experienced by U.S. institutions in educational exchanges with China.

Profile of Chinese Students and Scholars

The total number of students and scholars from the People's Republic of China at the 133 institutions which responded to the questionnaire is 982. 67.4 per cent of this number or 662 are visiting scholars; 15.4 per cent or 151 are undergraduate students; 15.2 per cent or 149 are degree seeking graduate students; and 2 per cent or 20 are special graduate students.

NOTE: The number of PRC students and scholars in the United States changes rapidly, as arrivals, particularly of Chinese scholars, occur throughout the year. It is estimated that as of April 1980, there are approximately 2,000 students and scholars from the People's Republic of China in the United States—1,100 PRC government sponsored scholars, as recently reported by the Chinese Embassy in Washington, D.C., and an estimated several hundred PRC government sponsored students and several hundred privately sponsored students and scholars. However, in January 1980, the Clearinghouse received a report from the U.S. Embassy in Beijing that for the twelve month period ending November 20, 1979, 415 F-1 visas and 669 J-1 visas had been issued to Chinese students and scholars to come to the United States, making a total of 1,084. As the Clearinghouse survey was conducted during the first quarter of 1980, it seems realistic to use the figures received from the U.S. Embassy as an indication of the comprehensiveness of the survey, i.e the 982 Chinese students and scholars reported represent 91 per cent of the 1,084 visas issued by the U.S. Embassy.)

In terms of geographical distribution, the state of California has the largest number of PRC students and scholars—240 or 24.4 per cent of the total reported. Wisconsin is next with 113 or 11.5 per cent, followed by Pennsylvania with 91 or 9.3 per cent, Massachusetts with 84 or 8.6 per cent and New York with 76 or 7.7 per cent. (See Appendix A for a complete breakdown by states and NAFSA regions.)

It was reported that 53.7 per cent of the formally matriculated students from the People's Republic of China now in the United States are privately sponsored by friends or relatives. 29.5 per cent are sponsored by the Chinese government; 11.2 per cent receive funds from U.S. institutions; and 5.6 per cent are funded as part of exchange agreements between U.S. and Chinese institutions.

As to PRC scholars, 79 per cent are sponsored by the Chinese government; 12.8 per cent receive funds from U.S. institutions; 6.3 per cent are funded as part of exchange agreements between U.S. and Chinese institutions; and 1.9 per cent are privately sponsored.

Fields of study/research being pursued by these students and scholars are as follows:

	Students	Scholars
Physical sciences	22.4%	35%
Medical and life sciences	5.4%	12.9%
Earth and environmental sciences	3.6%	6.2%
Engineering—all fields	26.4%	41.4%
Social sciences/humanities	19.9%	4.5%
English as a second language training	22.4%	--

Students and scholars from the People's Republic of China normally maintain an affiliation with an institution in China during their stay in the United States. Most of these students (40.6 per cent) and scholars (53.1 per cent) are currently affiliated with a Chinese university. 35.2 per cent of the scholars and 19.3 per cent of the students are associated with a research institution of the Chinese Academy of Sciences (CAS); 8.1 per cent of the students and 5.6 per cent of the scholars have ties with industry. The remainder—32 per cent of the students and 6.1 per cent of the scholars—either maintain no affiliations in China or are connected with research institutions affiliated with government agencies other than the CAS, with media, hospitals, ministries, special academies, institutes or colleges.

The range of tertiary institutions in China where these students and scholars studied prior to coming to the United States is extremely broad and includes "key" and non-"key" institutions, comprehensive universities and specialized colleges, well-known and lesser known institutions and research institutions.

A number of institutions could not predict how many additional PRC students and scholars they would be receiving in 1980. Information given by the 77 institutions which responded to this question indicates that they anticipate receiving an additional 692 PRC students and scholars in 1980: 388 or 56.1 per cent as visiting scholars; 162 or 23.4 per cent as undergraduate students; 124 or 17.9 per cent as degree seeking graduate students; and 18 or 2.6 per cent as special graduate students.

Admissions, Credentials, Academic Background

Thirty-two or 24 per cent of institutions responding reported they have encountered no problems in

processing academic credentials for admission from PRC students and scholars. When problems were reported, they occurred because of: a lack of information to evaluate properly the applicant's credentials resulting from unfamiliarity with Chinese institutions, inability to relate Chinese grading systems to U.S. ones and a lack of knowledge concerning course contents in China; lack of standardized test scores such as TOEFL, SAT, GRE, GMAT, etc., which makes it difficult to determine English proficiency and/or level of academic achievement in the applicant's field; incompleteness or unavailability of credentials; lack of translations of credentials; lack of appropriate financial statements; and lack of proper certification.

In the face of these problems, U.S. institutions are accepting some scholars on "faith," are offering provisional acceptance until the applicant can take necessary prerequisite courses or English language training, or are testing students on arrival to determine English proficiency and/or proper academic level. In some cases, U.S. administrators and professors have the opportunity to travel to China and interview prospective students or scholars in China; in other cases, the Chinese applicants are already known to U.S. faculty members. When credentials received are particularly incomplete, some U.S. institutions request the applicant to outline his/her academic career with names and dates of institutions attended, courses taken, descriptions of course content and grades received. They also sometimes request a letter from a teacher of the applicant stating his/her opinion of the applicant's level of competence, particularly to ascertain the level of English proficiency.

In requesting information about the source of certification of academic credentials, it was learned that for students, 47.9 per cent of credentials received were certified by the last institution where the student studied, 30.2 per cent were certified by the institution with which the student is currently affiliated and 9.5 per cent were certified by the PRC Ministry of Education. For scholars, an equal number – 23.6 per cent in both cases – had credentials certified by the last institution where they studied or by the institution with which they are currently affiliated; 15.2 per cent had credentials certified by the PRC Ministry of Education. In the remaining cases – 12.4 per cent of the students and 37.7 per cent of the scholars – there was no certification, the applicants were interviewed by representatives of U.S. institutions or were known by U.S. faculty who certified their academic backgound; in one case, a professional agency supplied certification.

The main deficiency in the academic backgrounds of PRC students and scholars recorded is insufficient knowledge of the English language. Other items cited include: lack of knowledge of or familiarity with modern techniques, equipment and current research in particularly specialized areas; problems caused by the disruption of academic work during the Cultural Revolution; and narrowness of former study, for example, lack of liberal arts education other than political theory. The majority of institutions, however, including some that mentioned the above items, reported that the PRC students and scholars on their campuses are doing very well, are highly motivated, work very hard, and are therefore, for the most part, able to overcome any deficiencies quickly.

English Language Skills

69.9 per cent of the institutions responding stated that they do require TOEFL or another English proficiency test for Chinese students before the student is allowed to register. A number of these institutions commented that they administer their own English proficiency test to the Chinese students after their arrival in the United States. Some of the 30.1 per cent of the institutions responding that they did not require an English proficiency test for Chinese students said they would normally do so, but since TOEFL is not administered in China, they are currently waiving this requirement. (Others in this category are English language institutes.) However, the general feeling received from the large majority of U.S. institutions is that they hope TOEFL will begin to be offered in China in the near future so they can have the same requirements for all foreign student applicants.

Of the Chinese students and scholars who required additional language training after arrival in the United States, 45.1 per cent were students, 54.9 per cent were scholars. However, these figures are a bit misleading as the number of scholars who, in the judgment of respondents, needed additional English language training represents only 33.2 per cent of the total number of PRC scholars in the United States, whereas the number of students needing additional language training represents 61.8 per cent of the total number of PRC students in the United States.

The level at which the Chinese students and scholars began ESL training upon arrival in the United States varied from very basic to very advanced. Chinese students and scholars are being offered private tutorials, special laboratory sessions and informal conversation classes as well as regular ESL courses. The major problem encountered is that Chinese government sponsored scholars are not provided with funds for formal language training. Some PRC scholars are receiving help with English from members of local Chinese-American communities or from Chinese-American faculty.

Of the total number of Chinese students who received additional English language training, 82 per cent received this training at the U.S. institution where they were pursuing their major field of study; 18 per cent received their training at another U.S. institution. Of the total number of Chinese scholars who received additional English language training, 81 per

cent received this training at the U.S. institution where they were conducting research; 19 per cent received their training at another U.S. institution.

Deficiencies in English language skills of PRC students and scholars most often mentioned were speaking and listening comprehension, with writing problems being next, followed by insufficient vocabulary. Other problems noted occur because of unfamiliarity with American idiomatic usage and cultural behavior and with technical terminology in the field of study.

Financial/Administrative Issues

1. Living Stipends: In response to the question whether the living stipends being provided by the PRC government to the sponsored students and scholars are adequate, 51.6 per cent of institutions that have PRC government sponsored students and scholars on their campuses reported those government stipends to be inadequate in relation to living costs. These institutions tended to be in larger metropolitan areas. Amounts needed varied by area of the country, but generally institutions stated at least $100 to $200 in additional funds were required to meet basic monthly expenses. Also, funds to meet initial expenses need to be provided in some cases.

Even when stipends seem adequate to meet living costs, institutions report that there do not appear to be additional funds for clothes, medical or dental care, travel to professional conferences or recreation and entertainment. Generally, stipends are not sufficient to allow PRC students and scholars to live at average American standards.

To combat this problem, some institutions are providing supplemental living allowances. Also, some of the students and scholars are receiving help from local Chinese-American communities. The lack of funds forces the Chinese students and scholars to share apartments and to live extremely frugally, and does not allow them, in many cases, to fully participate in the campus and community life. It also was reported that in some cases students and scholars are being reimbursed only for actual expenses or, if they are receiving supplemental funds and therefore are able to save some money, they must return any unspent funds to the PRC government. In other cases, it was reported that the students/scholars are not receiving the full amount of funding originally agreed to between the institution and the PRC government.

In order to assure sufficient financial support for the PRC students and scholars, some institutions are being more specific about minimum amounts required for all costs which will be incurred in the United States, and are being more stringent about receiving written guarantees that adequate funds will be supplied before accepting Chinese students and scholars. In addition, to aid Chinese students and scholars to meet educational expenses, 39.7 per cent of the responding institutions are presently providing or are planning to offer tuition waivers; 37.2 per cent will pay salaries as appropriate; 15.4 per cent will provide supplementary living expenses; and 7.7 per cent will provide full living stipends.

2. Health Insurance: Regarding any problems encountered with medical insurance coverage of PRC students and scholars, 64 or 48 per cent of responding institutions reported that none had so far been experienced. These institutions stated that insurance coverage is mandatory for all their students and, therefore, the Chinese students are required to take out coverage. Scholars, who are not eligible for most university student policies, are sometimes covered under an institution's staff plan. In other cases, scholars have been required to apply for coverage under one of the relatively low cost insurance policies identified by NAFSA for persons involved in international educational exchange.

In cases where problems were reported, they mainly concerned scholars who could not be covered under university policies and who were not receiving adequate stipends to provide for insurance costs. Scholars who have no insurance have stated that the Chinese Embassy will cover any of their medical costs. Fortunately, no major medical costs have been incurred as yet by the Chinese scholars in the United States, but a number of institutions mentioned their concern about the situation. It has been learned that in cases where institutions have mandatory policies about insurance coverage, the Chinese Embassy has agreed to pay insurance costs for the government sponsored scholars.

3. Housing: Institutions reporting they have encountered no problems finding housing for PRC students and scholars (54 institutions or 40.6 per cent of total respondents) stated that the students and scholars are housed in on-campus dormitories or apartments or live with relatives or friends in the local community.

Problems which were reported pertain mainly to scholars who are not eligible for on-campus housing. In some areas, off-campus housing is extremely scarce and quite expensive. Because of inadequate stipends, many scholars must live with other Chinese visitors in crowded conditions in lower-cost housing areas which are often inconvenient to the campus. This exposes them to transportation problems, interferes with acquistion of English language skills, and does not allow for the privacy many scholars would prefer or for easy access to the campus where they are doing research.

Some institutions are arranging for Chinese students and scholars to live with American families. However, in some campus communities this is difficult to arrange, and some of the Chinese do not wish to live with American families because of dietary preferences.

Short notice of arrival and/or arrival at times when many persons are seeking off-campus housing has hindered acquisition of proper living quarters. Also, providing temporary lodging while procuring appropriate permanent housing creates problems at many institutions.

To handle these problems a great deal of effort is being expended by international service and university administrative offices, faculty in academic departments who will be working with the Chinese scholars, and by persons in the local community.

4. Other Administrative Problems: Other administrative problems related to PRC students and scholars which were mentioned by some institutions include: difficulties in providing university salaries/stipends to visiting scholars because of inadequate qualifications to teach or do productive research or non-possession of social security numbers; need to discourage local press from bothering the students and scholars; handling FBI probes, especially on the West Coast; obtaining official statements of financial support; need to establish guidelines for administrative policies institutions should follow on issues such as housing and insurance; extra paper work involved in exchanges with China; necessity for administering English proficiency and academic placement tests to Chinese students after their arrival in the United States; and finding a solution to the fact that institutions cannot continue to provide the extra attention to the Chinese which they have been given so far.

Visas and Arrivals

A number of institutions—57 or 42.9 per cent — reported that they have had no problems with regard to visas for PRC students and scholars. The major problem being experienced by some U.S. institutions is that of long delays in the students and scholars obtaining their passports from the Chinese government and their visas from the U.S. Embassy after having received valid Certificates of Eligibility (IAP-66 or I-20 forms). These delays of one to two months or longer make it necessary for U.S. institutions to anticipate extended time lapses between the acceptance of Chinese students and scholars and the arrival of these students and scholars in the United States.

Other problems mentioned include: the difficulties experienced by the Chinese who live in outlying provinces and who must travel to Beijing to obtain their passports and visas; the need to provide additional information for J visa appliants; the uncertainty about which Certificates of Eligibility are appropriate to issue to Chinese students and scholars; the fact that some students and scholars have had problems in obtaining or have been denied F-1 visas because of failure to show sufficient proof of adequate English ability or financial support; and lack of knowledge about U.S. visa procedures by some Chinese scholars regarding bringing spouses and families with them to the United States. (See Appendix B for up-dated visa information.)

The institutions which have encountered no problems with the arrival and/or timing of arrivals of PRC students and scholars—52 or 39.1 per cent of the total—stated that the students or scholars had relatives in the area who took care of them on arrival or that professors in charge of training programs for Chinese scholars assisted in finding accommodations and in helping with initial adjustment problems. It was also stated that visiting scholars could arrive at any time of the year without causing any major problems.

The problems which have been experienced with arrivals of PRC students and scholars are mainly a result of visa delays or delays caused by limited space on Chinese carriers. These delayed arrivals necessitate special arrangements for orientation, English language training, etc., and cause particular problems with students who arrive too late to begin classes on time. However, some institutions have used late arrivals to provide needed English language training and have stated that the extra time prior to beginning regular academic courses allowed the Chinese students to become more adjusted to American life styles. Some delays are also apparently being caused by the PRC government in issuing exit visas and by slow mail deliveries. One suggestion given for expediting the latter is to address mail in Chinese characters rather than in English.

Some institutions reported that inadequate notice of arrival causes problems with arranging housing and does not allow sufficient time to plan for the extra attention needed and expected by the Chinese.

However, it was noted by several institutions that the PRC government appears to be placing priority on arranging for timely departures of students and scholars from China to alleviate some of the problems currently being experienced.

Exchange Formats

Regarding exchange or cooperative arrangements between U.S. and Chinese institutions, most of the ones reported are informal agreements involving the exchange of lecturers or research scholars, where the receiving institutions pay salaries as appropriate or provide living expenses. Arrangements for student exchanges usually include agreement by receiving institutions in the United States and China to waive tuition and fee requirements for full time students. To date, most Chinese students and scholars coming to the United States under these agreements are in the natural sciences and engineering whereas the Americans going to China tend to be in the social science, humanities or language fields.

Many of these agreements have been arranged through friendships between faculty at U.S. and

Chinese institutions, trips made to China by representatives of U.S. institutions including some Chinese-American alumni, or contacts with alumni in China. Some of the agreements are between U.S. institutions and the PRC Ministry of Education or the Chinese Academy of Sciences rather than with individual academic institutions. One U.S. institution is working with three Chinese institutions to establish English language centers in China.

A number of U.S. institutions reported they are currently negotiating exchange agreements with Chinese institutions.

As reported, there are currently 69 American students and 35 scholars studying or doing research in China who are not under the sponsorship of CSCPRC's National Program. Three U.S. institutions reported that students or scholars from their institution are currently studying or doing research at Chinese institutions from which they have students or scholars on their campus.

Conclusion

Some of the information requested from the Clearinghouse at the end of the questionnaire was provided in the first publication of the Clearinghouse, *An Introduction to Education in the People's Republic of China and U.S.-China Educational Exchanges.* Hopefully, this survey summary and the up-dated information about visa issues provided in Appendix B will answer some additional questions.

The Clearinghouse is currently collecting information about available sources of funding for Chinese students and scholars, assembling profile information of Chinese tertiary level educational institutions, and identifying orientation materials for U.S. students and scholars going to China, for Americans on campus and in the community who will be working with Chinese students and scholars and for Chinese students and scholars coming to the United States.

Close communication is being maintained with the Chinese Embassy in Washington and with the U.S. Embassy in Beijing. Recently, at a request from the Chinese Embassy, the Clearinghouse provided them with information about insurance policies for persons involved in international education programs, as they are considering obtaining a comprehensive policy for all the Chinese government sponsored students and scholars in the United States. Further, guidelines prepared by the Institute of International Education for determining stipends at various U.S. institutions throughout the country were shared with the embassy personnel.

Consultations with U.S. Embassy personnel and other U.S. government officials are being held to discuss the best methods for sharing information about the U.S. education system and U.S. institutions of higher education with the Chinese.

Problem areas which have been identified by this survey and in other communications with U.S. institutions will continue to be examined to attempt to find possible solutions and a regional network through the NAFSA membership will be established to aid in the exchange of information regarding students and scholars from the People's Republic of China.

The Clearinghouse staff wish to express their appreciation and thanks to all persons who responded to this questionnaire, and hope the results summarized here will be useful in planning educational exchanges with China. As additional information becomes available on exchanges with China, it will be distributed to the persons on the Clearinghouse mailing list.

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Washington, D.C.
April 1980

The survey questionnaire on which this report is based was jointly designed by NAFSA and CSCPRC staff. NAFSA staff administered the questionnaire and compiled this report.

APPENDIX A

PROFILE OF CHINESE STUDENTS AND SCHOLARS: TOTAL NUMBERS OF PRC STUDENTS/SCHOLARS ON 133 U.S. CAMPUSES AS OF APRIL 10, 1980

STATE/NAFSA REGION*	# INSTITUTIONS REPORTING	UNDERGRADUATE STUDENTS	DEGREE SEEKING GRADUATE STUDENTS	SPECIAL GRADUATE STUDENTS	VISITING SCHOLARS	TOTAL	PERCENTAGE OF GRAND TOTAL
Alaska	0	-	-	-	-	-	-
Idaho	1	0	0	0	4	4	.4%
Oregon	2	1	0	0	1	2	.2%
Washington	5	4	1	1	10	16	1.6%
Region I	8	5	1	1	15	22	2.2%
Arizona	2	1	1	1	7	10	1.0%
Colorado	3	0	2	0	2	4	.4%
Kansas	1	1	0	0	1	2	.2%
Montana	0	-	-	-	-	-	-
Nebraska	0	-	-	-	-	-	-
New Mexico	0	-	-	-	-	-	-
Utah	1	0	1	0	8	9	.9%
Wyoming	0	-	-	-	-	-	-
Region II	7	2	4	1	18	25	2.5%
Arkansas	0	-	-	-	-	-	-
Louisiana	2	2	0	0	0	2	.2%
Oklahoma	1	14	3	0	0	17	1.7%
Texas	7	2	0	1	33	36	3.7%
Region III	10	18	3	1	33	55	5.6%
Iowa	2	2	1	0	2	5	.5%
Minnesota	2	1	2	0	16	19	1.9%
Missouri	2	2	1	0	4	7	.7%
North Dakota	0	-	-	-	-	-	-
South Dakota	1	0	1	0	0	1	.1%
Region IV	7	5	5	0	22	32	3.2%
Illinois	5	7	0	0	21	28	2.9%
Michigan	4	0	7	0	20	27	2.7%
Wisconsin	2	2	16	0	95	113	11.5%
Region V	11	9	23	0	136	168	17.1%
Indiana	5	14	22	0	21	57	5.8%
Kentucky	2	2	0	0	1	3	.3%
Ohio	2	5	3	0	8	16	1.6%
Region VI	9	21	25	0	30	76	7.7%

*For easier compilation of statistics, states are not grouped precisely in accordance with NAFSA regional divisons, for which the Clearinghouse staff apologizes.

STATE/NAFSA REGION*	# INSTITUTIONS REPORTING	UNDERGRADUATE STUDENTS	DEGREE SEEKING GRADUATE STUDENTS	SPECIAL GRADUATE STUDENTS	VISITING SCHOLARS	TOTAL	PERCENTAGE OF GRAND TOTAL
Alabama	1	0	0	0	1	1	1.0%
Florida	1	0	0	0	4	4	.4%
Georgia	1	0	0	0	4	4	.4%
Mississippi	0	-	-	-	-	-	-
North Carolina	2	1	1	0	2	4	.4%
South Carolina	1	1	0	0	0	1	.1%
Tennessee	2	1	0	0	2	3	.3%
Region VII	8	3	1	0	13	17	1.7%
Delaware	2	1	1	1	1	4	.4%
District of Columbia	6	14	2	0	4	20	2.0%
Maryland	2	0	2	0	20	22	2.2%
Virginia	1	0	0	0	2	2	.2%
Region VIII	11	15	5	1	27	48	4.9%
New Jersey	4	5	4	0	23	32	3.3%
Pennsylvania	9	20	23	4	44	91	9.3%
West Virginia	0	-	-	-	-	-	-
Region IX	13	25	27	4	67	123	12.5%
New York	11	6	17	0	53	76	7.7%
Region X	11	6	17	0	53	76	7.7%
Connecticut	0	-	-	-	-	-	-
Maine	0	-	-	-	-	-	-
Massachusetts	11	10	9	0	65	84	8.6%
New Hampshire	0	-	-	-	-	-	-
Rhode Island	1	0	1	0	2	3	.3%
Vermont	0	-	-	-	-	-	-
Region XI	12	10	10	0	67	87	8.9%
California	24	30	26	7	177	240	24.4%
Hawaii	1	0	2	5	4	11	1.1%
Nevada	1	2	0	0	0	2	.2%
Region XII	26	32	28	12	181	253	25.8%
GRAND TOTALS	133	151 (15.4%)	149 (15.2%)	20 (2.0%)	662 (67.4%)	982	100%

APPENDIX B

UP-DATED VISA INFORMATION REGARDING STUDENTS AND SCHOLARS FROM THE PEOPLE'S REPUBLIC OF CHINA

Visa Delays

The delays experienced by Chinese students and scholars in obtaining visas from the U.S. Embassy in Beijing should be lessened somewhat by the opening of two U.S. Consulates in China. The U.S. Consulate in Guangzhou (Canton) began issuing visas as of March 1,1980; the U.S. Consulate in Shanghai opened April 28, 1980. In addition, it has been learned from the U.S. Visa Office that every attempt is being made to process visa applications in Beijing in two days and to have necessary State Department examinations finalized in ten days.

Financial Support Requirements for F-1 Visa Applicants

It has been learned that the consular officials at the U.S. Embassy in Beijing are requiring the following financial support records for F-1 visa applicants: relatives or friends in the United States who intend to sponsor the Chinese student must supply 1) a statement of employment, length of employment and salary and guarantee of employment for the coming twelve months or 2) a bank statement showing duration of account and average balance during the past twelve months. They will *not* accept a statement of account for one day as they have known amounts to be deposited just for proof and then immediately withdrawn.

The following information was received by the Clearinghouse staff on April 29, 1980, from the U.S. Department of State and the U.S. International Communication Agency (USICA). An official memorandum containing this information is to be sent out in the near future to responsible officers for exchange visitor programs at U.S. institutions of higher education from Paul A. Cook, ICA/ECA/IPE.

Distribution of the IAP-66

Sponsoring institutions have been required to send copies of any IAP-66 issued to a PRC citizen to both the U.S. Embassy in Beijing and to the China desk at the Department of State (EA/PRCM). The Department of State, with ICA's concurrence, has recently determined that this procedure is no longer necessary. All issuing offices should now follow the standard procedures for all J-1 exchange program candidates, i.e. the responsible officer should send the original and two copies of the IAP-66 certificate directly to the Chinese applicant; no copies need to be sent to the U.S. Embassy or to the Department of State. In addition, it is no longer necessary for sponsoring institutions to send a brief description of the program of study or research which the Chinese student or scholar would pursue in the United States to the Department of State.

Access Controls

All Chinese exchange (CHINEX) students and scholars are subject to access controls. A CHINEX student or scholar is defined as any citizen of the People's Republic of China visiting the United States to participate in an exchange visitor program financed by the United States government or the Chinese government, and/or to lecture, perform research or study at the graduate level in a scientific or technical field. CHINEX students and scholars must notify the Department of State before visiting any factory, laboratory or research facility or attending any scientific or technical conference outside the host institution. This notification, on a standardized form available from the China desk at the Department of State (EA/PRCM, Department of State, Washington, D.C. 20520), must be received by the China desk at the Department of State one week prior to the proposed visit. In urgent cases, the student/scholar may call the Department of State at 202/632-1322 to provide advance notice. Copies of this form will be distributed with Mr. Cook's memorandum with the request that officers responsible for exchange visitor programs distribute it to all CHINEX students and scholars on their campuses. The responsiblity of complying with this procedure rests with the CHINEX students and scholars, but USICA personnel wanted to notify administrators of this policy to assist in ensuring compliance with this essential requirement.

The purpose of access controls is to insure that the transfer of sensitive technology is consistent with U.S. government policy, and that the treatment of Chinese citizens in the United States is consistent with that accorded to U.S. citizens in China.

Classification of Chinese Citizens as J-1 Exchange Visitors

Chinese citizens coming to the United States to study may enter with either the J-1 (exchange visitor) or the F-1 (student) visas. The basic definition of an exchange visitor is anyone coming to participate in an exchange visitor program, designated by the U.S. International Communication Agency and evidenced by a properly executed form IAP-66. Institutions

which are not aware whether they have a designated exchange visitor program should clarify their status with USICA. Examples of Chinese scholars who should be classified in the J-1 category include but are not limited to:

1. those coming to participate in one or more exchange visitor programs wholly or partially financed, directly or indirectly, by the United States government or the government of the People's Republic of China;

2. those coming to lecture, perform research or undertake graduate level studies with a salary; and

3. those coming to accompany or join a spouse or parent who is designated an exchange visitor in the J-1 category. (The IAP-66 is issued only in the name of the principal applicant.)

Renewal of the IAP-66

Most Chinese exchange visitors have come to the United States for a stay of more than one year and thus must renew their form IAP-66 and extend their "permission of stay" with the Immigration and Naturalization Service (INS). As with all other nationalities, the Chinese students and scholars must request a new form IAP-66 from their foreign student adviser in order to extend their stay. If the student or scholar has the notation CHINEX in his/her passport, the adviser should write to the Office of the People's Republic of China and Mongolia Affairs (EA/PRCM), Room 4318, Department of State, Washington, D.C. 20520, to request approval before issuing a new IAP-66. In routine cases, the Department of State will send the adviser a letter of concurrence which must be included in the packet of materials sent to INS for the renewal. If the case is urgent, the administrator may call the Department of State at 202/632-1322 to request the letter of approval.

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A reminder from an admissions officer at a U.S. institution of higher education: when U.S. institutions send Certificates of Eligibility (Forms IAP-66 and I-20) to applicants, they must clearly stipulate what must be done with the Certificate of Eligibility, i.e. that the applicant must take the certificate with him/her when going to the U.S. Embassy or Consulate to apply for a visa.